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ABSTRACT

This inventory of social studies teaching competencies was developed to serve as a model and guide for social studies instruction in Pennsylvania elementary and secondary schools. It is designed to aid teachers in developing competency-based programs. The inventory is a combination of ideas from six regional workshops attended by teachers, administrators, teacher educators, student teachers, graduate students, and consultants in competency-based teacher education. An introductory statement cautions that the guide should not be used as a basis for evaluation of teachers presently in the field except as a general guide for in-service training. Competency-based teacher education should begin in the institutions which provide specialized courses in education. Forty-seven competencies are listed, grouped according to four categories. The categories are: (1) cognitive domain, content, and overall social studies knowledge; (2) skills, techniques, and methodology; (3) values such as personal commitment, objectivity and intellectual integrity, acceptance of diversity and pluralism in our society; and (4) professional teaching characteristics. All competencies should be considered applicable to all elementary and secondary grade levels. (Author/AV)

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SOCIAL STUDIES TEACHING COMPETENCIES

AN INVENTORY OF TEACHING COMPETENCIES IN THE SOCIAL STUDIES

SO 009 959

DEVELOPED THROUGH WORKSHOPS SPONSORED BY THE
PENNSYLVANIA COUNCIL FOR THE SOCIAL STUDIES

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1977

PaCBTE

INTERIM INVENTORY:

SOCIAL STUDIES TEACHING COMPETENCIES

GRADES 7-12

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Publication of this Interim Inventory of Social Studies Teaching Competencies in not necessarily an endorsement by the Pennsylvania Department of Education of either the approach used or the resulting list of competencies.

SPONSORED BY
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DECEMBER, 1976

Forword

Preparing an inventory of competencies for social studies teachers may be considered a "labor of love," but it is also an arduous task. That an inventory of 47 competencies--in no way exhausting all possibilities--has been completed is a tribute to the large number of dedicated educators from all levels of both private and public schools.

Although the Pennsylvania Council for the Social Studies had been approached during the presidency of John Allegretti to prepare this inventory, the information at hand in the fall of 1975 was inadequate for immediate action. When further information was given to the Executive Committee in 1976, we decided to undertake the preparation of the inventory. Although PCSS worked under severe time constraints the end product in no way reflects the pressure.

Words of appreciation must be given to many people. To name individuals is always dangerous because inevitably someone will be omitted. However, John Allegretti must be cited for initiating the project and assisting me in pursuing it; George Oeste, without whom the December 31 deadline would never have been met; Joseph Sanquilli, Executive Secretary of PCSS, who handled all the accounts and kept an accurate record of income and expenses; Sam Craig, Coordinator of the PaCBTE Program, who encouraged us to try to make the deadline and who wrote when the inventory was complete, "I was particularly interested in the way you dealt with the affective domain and regard this effort as a primary contribution to the field of competency-based education"; and to the editor of the Journal, W. Wayne Smith of Indiana University of Pennsylvania, for the final editing. Finally, to all who gave up Saturdays and summer vacation time and evenings to bring forth a "labor of love" goes my deep appreciation. Perhaps one group does deserve an accolade--the South Central Region--who managed to hold its meeting with nine participants despite a badly flooded area. Its contribution to the inventory is the richer for the practical experience each person had in overcoming the weather problems in order to reach the meeting place.

Sister M. Adele Francis Gorman
February, 1977

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HISTORY OF THE PROJECT FOR DEVELOPING AN INVENTORY OF TEACHING COMPETENCIES IN THE SOCIAL STUDIES

The proposal for the development of an inventory of Social Studies competencies was drawn up by the Pennsylvania Council for the Social Studies in April, 1976. The purpose of the proposal was indicated as the intent "to present a plan and establish procedures for developing an inventory of specialized competencies in the Social Studies, to serve as a model and guide for Social Studies instruction in Pennsylvania elementary, middle, and secondary schools, and to aid teachers in developing competency-based programs in their own teaching."

The proposal was submitted to the Pennsylvania Department of Education for approval and funding, and a grant was made by the Department to carry out the project, within guidelines and in the time frame set up by the Department.

Ratification of the plans for conducting the project was obtained from the Executive Board of the Pennsylvania Council for the Social Studies on April 23, at which time plans were laid for the initial conference to begin the study, and also for the six regional workshops to be held in the fall of 1976.

The first step in the project was the planning session held July 30-31 at Williamsport, at which time the Council's officers, directors, and the directors of the six regional workshops met to establish the pattern through which the plans were to be implemented. It was determined that coordination of the workshops and the final writing would be under the direction of Sister M. Adele Francis Gorman, President of the Council, of Our Lady of Angels College in Aston, and George I. Oeste, of Allentown College of St. Francis de Sales.

In September and October, six regional workshops were held, strategically located in separate geographical areas of the Commonwealth: in the Northeast, Southeast, North Central, South Central, Northwest and Southwest. Each director assumed responsibility for the invitation of teachers and school administrators, as well as some representative student teachers, to participate. In addition, a specially trained consultant approved by the Department of Education was invited to attend each of the workshops. A similar consultant had also been present at the initial planning meeting.

In each of the workshop meetings, after discussion and deliberation, lists of competencies were drawn up. These were submitted to the Steering Committee, which met at Harrisburg on November 13. At this conference, a process of comparison, revision, and re-writing took place. On December 10, a final editing conference was held by the coordinators for the purpose of drawing up the statement in the form in which it would be published.

Thus the present statement of teaching competencies, now ready for publication as the Council's official statement, has emerged after a process of discussion, deliberation, revision, and editing. Not to be considered as definitive or mandated, it nevertheless represents the thinking of more than a hundred classroom teachers and teacher educators in all parts of the Commonwealth, who have given time and thought to bringing forth a truly professional product.

CRITERIA INVOLVED IN SETTING UP REGIONAL WORKSHOPS

1. In extending invitations to school personnel to attend the regional workshops, the directors of the workshops attempted to set up a structure which would involve as many geographic sections of the area as possible.

2. Participants were sought who would represent all of the instructional levels within the schools: elementary, middle, junior high, senior high, as well as persons from colleges and teacher-training institutions. When possible, an effort was also made to include students or student teachers.

3. Participants were sought who would represent different types of schools: public and private, parochial, rural, and city schools.

4. Participants were sought who would represent various social science disciplines, as well as representatives of the field of education and teacher training.

5. Emphasis was to be placed on identifying competencies on a basis of inter-level articulation and inter-disciplinary integration.

6. Attention was to be given to existing curriculum projects for the purpose of information, but no single plan or project was to be adopted or followed, with the principal aim to be the development of a new and independent statement.

7. Previously written statements of competencies in the Social Studies were to be viewed as basic source material, but were not in any way to become models or patterns to be followed.

REGIONAL WORKSHOPS

The workshops in the six regions of the Commonwealth were organized by their directors, and met during September and October, 1976, at the following times and places:

Northeast Workshop met at the University of Scranton, October 2. The co-directors were Edward J. Rielly and Michael P. DeStefano. The consultant was Terry W. Blue, of the Department of Education at Franklin and Marshall College.

Southeast Workshop met at Beaver College, Glenside, October 2. The director was Lelage G. Kanes. The consultant was Matthew H. Bruce, Temple University.

North Central Workshop met at Lock Haven State College, October 23. The co-directors were Ira C. Masemore and Jeannette E. Cruse. The consultant was Paul E. Bell, Pennsylvania State University.

South Central Workshop met at Dickinson College, October 9. Co-directors were Mary Furlong, De Lone Catholic High School, McSherrystown, and Sylvester Kohut, Jr., Dickinson College. The consultant was Robert J. Losik, Cumberland Valley School District.

Northwest Workshop met at Westminster College, September 18, and a follow-up meeting was held at Edinboro State College, September 25. The director was Donald Scott, and the Consultant was Lorraine Morgan.

Southwest Workshop met at the University of Pittsburgh, October 30. The director was Leo R. West, and the consultant was Lorraine Morgan.

STEPS IN DEVELOPING THE COMPETENCY STATEMENT

1. The planning meeting, at which the structure was established for implementation of the project, was held at Williamsport, July 30 and 31. It was attended by the Executive Board of the Pennsylvania Council for the Social Studies and the regional directors who had accepted responsibility for the six workshops. A time schedule was established which would insure completion of the project by December 31, with publication to take place soon thereafter in the Council's Journal. Sr. M. Adele Francis Gorman chaired the session, and the consultant was Marilyn A. Selfridge of the Clearfield Area School District.

2. The Regional Workshops, six in number, were set up in strategic geographical areas of the Commonwealth, and took place, as indicated above, during the months of September and October. In each of these workshops, with the help of consultants with expertise in the construction of competencies, statements were drawn up which were representative of the thinking of the participants.

3. The Steering Committee, at a meeting in Harrisburg on November 13, used all of the statements from the regional workshops in formulating a final statement which would stand as the Council's inventory of competencies.

4. The Editing Committee, consisting of the co-directors of the project, then met on December 10, and brought together the entire report in a unified form. This report is the basis of the present publication.

PARTICIPANTS IN CONFERENCES AND WORKSHOPS GROUPED ACCORDING TO PROFESSIONAL CATEGORIES

PROFESSIONAL CATEGORIES	Planning Mtg.	N.E. Region	S.E. Region	North Central	South Central*	N.W. Region	S.W. Region	Steering Committee
	7/31	10/2	10/2	10/23	10/9	9/18 9/25	10/30	11/13
Elementary Teacher	1	2	1	3	1			1
Middle School Teacher		2	2	1	1		1	
Junior High School Teacher	3	2	2	1	2	4		2
Senior High School Teacher	7	2	6	4	2	4	4	2
Vocational-Technical High School Teacher			1					
College: Social Sciences	3	4	1			2		3
College: Education	3	1	3	3	1	2	4	2
Supervisor/Coordinator	1	2	2	2		1	1	
Counsellor	1							1
Elementary School Principal				1				
Reading Specialist		1						
Student Teacher		1						
Graduate Student			1	1	1			
School Director							1	
School Administrator: Director of Secondary Education				1				
Consultant in Competency-Based Teacher Education	1	1	1	1	1	1	1	
TOTAL ATTENDANCE	20	18	20	18	9	14	12	11

* The South Central meeting was poorly attended because of a flood.

INVENTORY OF SOCIAL STUDIES COMPETENCIES: INTRODUCTORY STATEMENT

Social Studies Education should assist the students in the Commonwealth to live effectively in our multi-ethnic society, to be able to cope individually with social pressure, and to participate in the broader areas of our society.

The task of the Social Studies teacher is to create classroom and field experiences which stimulate students to investigate everyday and commonplace phenomena, to make decisions and take positions based on evidence, to develop confidence in their own ability to make choices, and to express opinions publicly.

The Social Studies teacher, therefore, will possess a variety of competencies, developed through his or her experiences in the field of general education, and specifically in the Social Sciences, along with the knowledge obtained from a study of the educational process itself. These competencies need identification, definition, and explanation, in order that they may be made an essential part of the preparation of teachers in the Social Studies.

The Pennsylvania Council for the Social Studies, in conducting the survey which is described in this report, has sought to identify the competencies which its members have believed essential for teachers of the Social Studies to possess. By bringing together groups of teachers and other school personnel from different grade levels and backgrounds, and from different areas of the Commonwealth, a representative cross-section was obtained for participation in the workshops which were set up for the purpose. The results from these regional workshops were then brought together, compared, and edited, resulting in a classification and coordination which gives meaning to the entire project.

The Inventory of Competencies which is here presented is not claimed to be definitive, or exhaustive, or the last word. It does, however, present a fresh approach, in an organized form, to the problem of establishing a reasonable set of competencies which those who constructed it believe will be helpful to teachers in the field and to those who are responsible for the training of teachers in the Commonwealth.

A further word of caution might be added concerning the statement of competencies which has been developed as the result of our efforts. We do not believe it should be used as a basis for the evaluation of teachers presently in the field except as a general guide for in-service training. Competency-based teacher education is a process which should be begun in the institutions which provide specialized courses in education. It is to this area that the present study addresses itself. This does not, however, preclude its use by teachers in the field as a means of gaining new insights into the content, methods, and values which they are teaching, with a view to developing greater competencies in the Social Studies in the students whom they are teaching.

COMPETENCIES OF TEACHERS OF THE SOCIAL STUDIES, GRADES 7 TO 12

The inventory of competencies which was developed by the participants in this project is seen as being equally applicable to teachers in elementary, middle, and secondary schools, although the scope of the study which was undertaken was initially limited to grades 7 to 12. The participants have felt that the general principles which govern this statement of competencies must be considered basic to all levels of teaching, although the application of the principles may vary in degree or complexity according to the grade level of the instruction. In setting forth these competencies for teachers of grades 7 to 12, therefore, we state our conviction that they should be considered as applying to all grade levels.

The competencies in this list are considered to be dependent upon and an extension of the Generic 22 Competencies which have been published by the Pennsylvania Department of Education. It is assumed that students in Social Studies programs of instruction will have met the requirements of the Generic 22 in the educational experiences in the school or institution which prepares them for the field of teaching.

Social Studies Competencies as presented in the present inventory readily fall into four categories, and it is in this manner that they have been grouped in the list which follows. These fields or categories are:

I. Competencies relating to the cognitive domain, content, and overall knowledge in the Social Studies

II. Competencies relating to skills, techniques, and methodology

III. Competencies relating to values: personal commitment, objectivity and intellectual integrity, respect for human dignity, democratic values, acceptance of diversity and pluralism in our society

IV. Competencies affecting the Social Studies teacher as a professional person.

I. COMPETENCIES RELATING TO THE COGNITIVE DOMAIN, CONTENT, AND OVERALL KNOWLEDGE IN THE SOCIAL STUDIES

Rationale 1

Since the content is interdisciplinary, the Social Studies teacher is one who must be well-grounded in the structure and major concepts, as well as the methodology, of one or more of the social science disciplines. Therefore, the teacher will:

Competency 1.1 Draw upon all of the social sciences -- such as Anthropology, Economics, Geography, Political Science, Sociology, the History of the United States and of other Western and non-Western societies, as well as related fields such as Psychology, Law, Communications, and the Humanities.

Competency 1.2 Recognize the interdisciplinary nature of societal problems and identify the particular social science from which data can be obtained toward arriving at possible alternative solutions to societal problems.

Competency 1.3 Demonstrate the ability to recognize and select appropriate content, concepts, and methodologies from the disciplines which will lead students to experience the uniqueness of several social sciences.

Competency 1.4 Remain skeptical of single causation, panaceas, and finality of knowledge and recognize that theories and generalizations change in the light of new evidence.

Competency 1.5 Recognize the controversial nature of social issues in a pluralistic society and promote objective discussion and study of sensitive issues.

Rationale 2

Since the Social Studies teacher is preparing students in a multi-cultural/global society, in which all parts are becoming more interdependent, the Social Studies teacher will:

Competency 2.1 Demonstrate knowledge of several cultures within the international community and of their contributions to the total human experience.

Competency 2.2 Analyze aspirations, concerns, and alternative solutions to contemporary world issues.

Rationale 3

Since Social Studies teachers are preparing students to live and participate in a multi-ethnic, pluralistic, and democratic society, the Social Studies teacher will:

Competency 3.1 Promote the study of the historical experiences, cultural patterns, and social problems of diverse groups in the United States.

Competency 3.2 Promote the study of minority groups (sex, ethnic and racial groups, religious groups, and others) and their problems, building upon the diversity of the immediate school community.

Competency 3.3 Demonstrate a knowledge of the nation's institutions and the processes of decision-making of our government (local, state, and national) including drawing on the local community.

II. COMPETENCIES RELATING TO SKILLS, TECHNIQUES, AND METHODOLOGY

Rationale 4 In order to furnish direction to the Social Studies program, objectives should be thoughtfully selected and clearly stated. Therefore, the teacher will:

Competency 4.1 Select and formulate objectives which include knowledges, abilities, and values, and which reflect what is known about the students, the community, the real social world, and the fields of knowledge.

Rationale 5 In order for evaluation to be useful, it should be systematic, comprehensive, and measurable, and directly related to the objectives of the program. Therefore, the teacher will:

Competency 5.1 Plan and carry out evaluation which will include the assessment of progress in knowledge, skills, and abilities, inclusind thinking, valuing, and social participation.

Rationale 6 Effective citizenship in a democratic society and an increasingly complex world requires people who are knowledgeable about significant events which generate divergent views, and who are willing to examine and discuss such issues and events. Therefore, the teacher will:

Competency 6.1 Have sufficient objectivity to lead students into the examination, study, and discussion of controversial and sensitive contemporary issues.

Rationale 7 Because of the vast amount of information with which people are bombarded, the Social Studies teacher must employ appropriate methods of analyzing, organizing, and synthesizing information, utilizing methodologies consistent with social science disciplines. Therefore, the teacher will:

Competency 7.1 Utilize various processes relating to inductive and deductive reasoning, such as: observing, inferring, classifying, predicting, comparing and contrasting, interpreting data, forming and testing hypotheses.

Competency 7.2 Demonstrate a knowledge of a variety of methods of problem solving and decision-making used by a social scientist, and the advantages and disadvantages of each.

Competency 7.3 Select the methods of problem solving and decision-making most appropriate to given problems and facilitate decision-making processes such as weighing alternatives and making choices, negotiation, and evaluating consequences of decisions.

Competency 7.4 Formulate and use both lower order and higher order questions in promoting classroom discussion.

Competency 7.5 Differentiate between fact and fiction in a variety of social science data and make appropriate use of their relative importance.

Competency 7.6 Develop understanding and appreciation of similarities and differences through the use of such techniques as: role-playing, simulations, oral history, social participation.

Rationale 8 In order to meet individual needs and to provide a broader view of cultures, strategies of instruction and learning activities should rely on a broad range of learning resources and media. Therefore, the teacher will:

Competency 8.1 Select and use materials which accomodate a wide range of reading abilities and interests.

Competency 8.2 Select and use materials from primary as well as secondary sources.

Competency 8.3 Select and use materials from the humanities such as art, music, theater, and literature, as well as materials from the social sciences and history.

Competency 8.4 Select and use current sources of media such as newspapers, television, cartoons.

Competency 8.5 Plan and carry out classroom activities which utilize the school and community as a learning laboratory for gathering social data and for confronting social problems.

Competency 8.6 Develop skills to facilitate constructive self-expression.

Rationale 9 The interaction and interdependence which characterize the world today mean that people are exposed to varying values and belief structures which may be different from their own. Social Studies teachers can play a

leading role in helping to equip students with techniques of reasoning which will help them clarify their own values and understand the valuing of others whom they are studying and with whom they may interact now or in the future. Therefore, the teacher will:

Competency 9.1 Facilitate the dynamics of interpersonal and intergroup relations in teaching.

Competency 9.2 Identify and employ techniques of values clarification or moral reasoning such as open-ended stories and dilemmas, and examination of issues which are value-laden.

III. COMPETENCIES RELATING TO VALUES: PERSONAL COMMITMENT, OBJECTIVITY, AND INTELLECTUAL INTEGRITY, RESPECT FOR HUMAN DIGNITY, DEMOCRACY, APPRECIATION OF PLURALISM AND DIVERSITY IN OUR SOCIETY

Rationale 10 PERSONAL COMMITMENT

Because effective Social Studies teaching requires personal commitment by the teacher, therefore the teacher will:

Competency 10.1 Demonstrate a commitment to the broad spectrum of the Social Studies in his/her career goals and their actualization in the classroom, and transmit this commitment to the students.

Rationale 11 OBJECTIVITY AND INTELLECTUAL INTEGRITY

Because objectivity and intellectual integrity are essential for Social Studies instruction, therefore the teacher will:

Competency 11.1 Be committed to discuss, research, and debate controversial issues of the day.

Competency 11.2 Include the study not only of human achievements, but also of those events and policies which are commonly considered contrary to prevailing national goals.

Rationale 12 RESPECT FOR HUMAN DIGNITY

Because in today's world with its complex social interactions it is necessary to examine conflicting social and personal values, therefore the teacher will:

Competency 12.1 Exhibit determined self-direction, and possess well-defined personal goals.

Competency 12.2 Demonstrate organized skill in helping students to examine social values.

Competency 12.3 Demonstrate an acceptance of students and their values as they are, and relate to students as individuals with personal worth and dignity.

Rationale 13.1 PRACTICE OF DEMOCRATIC PROCESSES

Because the Social Studies provides an environment for the expression, exploration, and development of attitudes, therefore the teacher will:

Competency 13.1.1 Create an atmosphere conducive to freedom of expression within a framework of respect for others and their contributions.

Rationale 13.2

Because concepts relating to democratic processes are a vital part of the Social Studies, therefore the Social Studies teacher will:

Competency 13.2.1 Not only teach about such processes, but will consciously facilitate the incorporation of such ideas as fair play, rule (expectation) adaptation, cooperation, and similar practices in his/her teaching.

Rationale 14.1 APPRECIATION OF DIVERSITY

Because contemporary society is multi-ethnic and multi-cultural -- a mosaic rather than a melting pot -- therefore the teacher will:

Competency 14.1.1 Relate decisions about the basic purposes of Social Studies education in any school to the needs of its immediate community and to those of society at large.

Competency 14.1.2 Promote comparisons rather than contrasts because differences are usually apparent, similarities are not.

Competency 14.1.3 Help students understand that there is strength in diversity, and that people who are different can still cooperate in pursuit of common goals.

Rationale 14.2 APPRECIATION OF PLURALISM IN SOCIETY

Because pluralism in our society encourages a multiplicity of values, therefore the teacher will:

Competency 14.2.1 Demonstrate an acceptance and appreciation of diversity as being enriching.

Competency 14.2.2 Facilitate the identification and evaluation of ethnocentric attitudes.

Competency 14.2.3 Demonstrate an acceptance and appreciation of a world which is becoming a global society in which all parts are interdependent.

Competency 14.2.4 Provide positive support for the formation of a value system based on understanding rather than on rote or coercion.

Competency 14.2.5 Provide a forum for the expression of values, and challenge students to defend them.

IV. THE SOCIAL STUDIES TEACHER AS A PROFESSIONAL PERSON

Rationale 15

The Social Studies teacher will recognize the need to participate, as a member of a profession dedicated to the advancement of social education, in professional activities which promote his personal growth as a well-informed teacher, and which promote the Social Studies program in the classroom, in the school, and in the community. Therefore, the Social Studies teacher will

Competency 15.1 Provide vigorous support for the Social Studies program within the school curriculum.

Competency 15.2 Participate in the development of the Social Studies curriculum, both in decision-making and in advisory responsibilities.

Competency 15.3 Increase his/her professional growth through:

a. reading professional books and journals
b. membership in professional organizations
c. active participation in civic and community affairs
d. attendance at meetings of Social Studies organizations and other professional meetings
e. travel and further education.

Competency 15.4 Know and make use of the resources and facilities available for meaningful field experiences and research for his classes, as well as participating in other learning processes available within his/her community.

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